



Lakeview Middle

3801 Old Buncombe Road
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	529 Students	
Principal	Tracy Hall	864-355-6400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

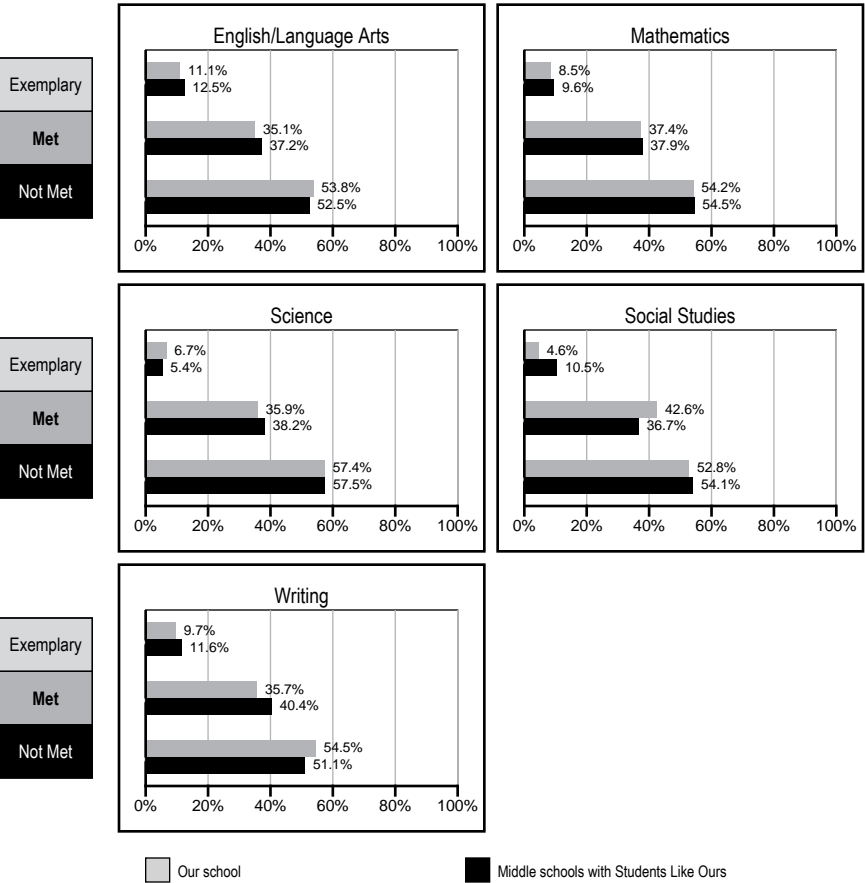
95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	29	22

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	93.9%	84.5%
English 1	83.3%	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	89.9%	83.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=529)				
Students enrolled in high school credit courses (grades 7 & 8)	23.7%	Down from 26.8%	16.4%	21.6%
Retention rate	0.2%	Down from 0.6%	2.3%	1.2%
Attendance rate	95.6%	Up from 94.7%	95.6%	95.9%
Eligible for gifted and talented	4.1%	Down from 7.1%	3.7%	14.8%
With disabilities other than speech	17.4%	Down from 19.2%	14.3%	12.6%
Older than usual for grade	1.5%	Down from 2.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.3%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	63.4%	Up from 57.1%	54.5%	56.9%
Continuing contract teachers	70.7%	Up from 54.8%	61.5%	72.7%
Teachers with emergency or provisional certificates	3.2%	Down from 7.1%	15.4%	5.3%
Teachers returning from previous year	80.7%	Up from 73.7%	76.0%	82.9%
Teacher attendance rate	95.8%	Down from 96.3%	95.0%	95.2%
Average teacher salary*	\$44,507	Up 3.6%	\$44,597	\$46,599
Professional development days/teacher	12.0 days	Down from 15.3 days	10.8 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 17.2 to 1	16.2 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 88.5%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	95.6%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$11,503	Up 6.4%	\$10,246	\$7,645
Percent of expenditures for instruction**	57.3%	Down from 62.1%	60.5%	63.4%
Percent of expenditures for teacher salaries**	52.8%	Down from 54.7%	54.8%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lakeview Middle School (LMS) aptly reflects the ideals of its mission statement. We are committed to providing a nurturing, rigorous, academic environment for all of our students that meets the intellectual, social, physical, and emotional needs of each child. Located in an urban area between Furman University and downtown Greenville, our school population consists of approximately 500 students. We are a community school representing the historical mill villages and Furman area. LMS faculty, staff, and students desire to return to our past tradition of excellence through a vast array of programs that include rigorous academics of the College Board's Springboard program, the Laptop Initiative with all students given laptops, competitive athletics, and excellent visual and performing arts. Our curriculum offers courses for high school credit to include Spanish 1, Keyboarding, English 1 Honors, Algebra 1 Honors, and Geometry Honors. Past awards include 2008 Red Carpet, 2008 Soccer County Runner Up, 2006 Beacon Award—Autoskill for Technology, 2005 Boys Soccer Team Undeclared, 2004, 2003 & 2002 Junior BETA Club, 1st, 2nd, & 3rd Place respectively for Living Literature, 2004 Invention Convention - 1st and 3rd Place Winners for 7th Grade, 2004 Shining Star Awards, 2003 & 2004 Greenville Boys Basketball Championship, 2003 SC Middle School Chorus, and 2001 Reconceptions Technology Grant Award.

In pursuit of these goals, Lakeview Middle School has undergone a rigorous self-study under the auspices of the Southern Association of Colleges and Schools and the Making Middle Grades Work reform model. The results of this study are driving continuing efforts to improve to include new initiatives for student achievement and school culture. And with more than 64% of our teachers holding advanced degrees and two of our teachers obtaining National Board Certification, our faculty has established a professional learning community to support the initiatives through professional development. Other efforts undertaken this year include tutors provided for struggling students, additional help and enrichment after school and on Saturdays, and the use of technology in instruction to motivate our diverse student population. Community support remains strong with one business partner, ScanSource donating financial support for our Positive Behavior Management System, along with volunteer tutors and mentors. Other initiatives to improve school culture include student government, Peace Flag-peer mediation program, and service learning projects with our local community.

Dr. Tracy Hall, Principal
Brian Howell, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	145	61
Percent satisfied with learning environment	87.5%	80.6%	88.5%
Percent satisfied with social and physical environment	89.6%	82.1%	80.0%
Percent satisfied with school-home relations	75.0%	82.1%	78.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

School Adequate Yearly Progress

N

This school met 20 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	530	99.6	53.9	34.7	11.4	60.3	84	82.8	Yes	Yes
Gender										
Male	271	99.6	55.4	35.1	9.5	59.5	80.8	79.3	N/A	N/A
Female	259	99.6	52.3	34.3	13.4	61.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	179	100	44.7	36.8	18.4	69.1	89.5	89.5	Yes	Yes
African American	195	100	60.5	30.8	8.7	52.9	72.7	73.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	146	98.6	58.9	36.3	4.8	56.5	74.8	76.5	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	91	100	80.7	15.7	3.6	30.1	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	139	98.6	57.9	35.5	6.6	59.5	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	495	99.6	55.4	33.9	10.7	58.6	74.4	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	530	100	56.3	37	6.7	55	80.9	78.9	No	Yes
Gender										
Male	271	100	54.3	39.5	6.2	56	79.6	77	N/A	N/A
Female	259	100	58.5	34.1	7.4	53.9	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	179	100	50	42.8	7.2	59.2	87	87.2	Yes	Yes
African American	195	100	65.1	32	2.9	47.7	66.3	66.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	146	100	54.8	35.7	9.5	57.1	75.3	76	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	91	100	80.7	15.7	3.6	22.9	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	139	100	52	37.4	10.6	59.3	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	495	100	57.7	35.3	7	54.2	70.5	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	355	99.7	56.9	35.8	7.3	43.1	71.3	67.5
Gender								
Male	191	100	53.2	37.4	9.4	46.8	70.8	67
Female	164	99.4	61.3	33.8	4.9	38.7	71.8	68
Racial/Ethnic Group								
White	122	100	54.8	32.7	12.5	45.2	79.5	79.5
African American	129	100	62.4	33.3	4.3	37.6	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	98	99	54.7	40.7	4.7	45.3	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	63	100	76.8	16.1	7.1	23.2	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	93	98.9	53.6	41.7	4.8	46.4	60.4	59.6
Socio-Economic Status								
Subsided meals	331	99.7	58.2	35.3	6.5	41.8	57.5	55.1

Social Studies

All Students	352	99.2	52.2	43.2	4.7	47.8	75.7	72.3
Gender								
Male	171	98.8	51.3	42	6.7	48.7	75.1	71.5
Female	181	99.5	53	44.4	2.6	47	76.3	73.2
Racial/Ethnic Group								
White	122	100	48	45.1	6.9	52	81.7	80.7
African American	131	100	56.9	40.5	2.6	43.1	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	92	96.7	55.3	40.8	3.9	44.7	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	56	100	73.6	24.5	1.9	26.4	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	89	96.6	51.3	43.4	5.3	48.7	69	67.9
Socio-Economic Status								
Subsided meals	327	99.1	54.3	41.4	4.3	45.7	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	529	97.4	53.4	36.6	9.9	46.6	72.9	70.2	95.6	96.5
Gender										
Male	268	96.6	59.1	35	5.9	40.9	66.4	63.2	95.9	96.4
Female	261	98.1	47.6	38.3	14.1	52.4	79.7	77.5	95.4	96.5
Racial/Ethnic Group										
White	174	97.1	48.7	40.7	10.7	51.3	80.5	79.1	93.5	96.3
African American	201	98.5	56.7	35.6	7.8	43.3	57.1	57.6	95.7	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.8	97.6
Hispanic	144	95.8	57.3	33.9	8.9	42.7	61.3	62.6	98	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	68.7	95.4	95.2
Disability Status										
Disabled	88	94.3	84.6	14.1	1.3	15.4	28.4	26.1	94.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	136	95.6	55.8	32.5	11.7	44.2	60.5	61.2	98.1	97.2
Socio-Economic Status										
Subsidized meals	491	97.2	54.8	35	10.2	45.2	58.8	58.9	95.6	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	100	50.6	38.4	11	49.4
	7	177	98.9	55.2	32.5	12.3	44.8
	8	162	100	56.4	32.9	10.7	43.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	100	53.7	40.9	5.5	46.3
	7	177	100	57.7	34	8.3	42.3
	8	162	100	57.9	35.7	6.4	42.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	96	100	51.8	38.8	9.4	48.2
	7	177	100	57.6	36.1	6.3	42.4
	8	82	98.8	61.4	31.4	7.1	38.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	95	100	35.4	62	2.5	64.6
	7	177	98.9	64.3	27.9	7.8	35.7
	8	80	98.8	N/AV	N/AV	N/AV	55.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	97.4	53.6	37.3	9	46.4
	7	176	97.2	52.3	34.8	12.9	47.7
	8	162	97.5	54.5	37.8	7.7	45.5

Abbreviations for Missing Data

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